



AGENTUR FÜR  
QUALITÄTSSICHERUNG DURCH  
AKKREDITIERUNG VON  
STUDIENGÄNGEN E.V.

## EXPERTS' REPORT

**ENGLISH EDUCATION (BACHELOR)**

**ENGLISH LITERATURE (BACHELOR)**

**ARABIC EDUCATION (BACHELOR)**

Universitas Negeri Semarang, Indonesia

September 2021



HEI	<b>Universitas Negeri Semarang, Indonesia</b>
Campus, if applicable	
Programme	<b>English Education</b>
Degree	<b>Bachelor of Education</b>
Extent	152 SKS (Indonesian Credits)
Length of studies	8 semesters
Language	English
Programme	<b>English Literature</b>
Degree	<b>Bachelor of Literature</b>
Extent	144 SKS (Indonesian Credits)
Length of studies	8 semesters
Language	English
Programme	<b>Arabic Education</b>
Degree	<b>Bachelor of Education</b>
Extent	144 SKS (Indonesian Credits)
Length of studies	8 semesters
Language	Arabic
Concept accreditation	<input type="checkbox"/>
First-time international accreditation	<input checked="" type="checkbox"/>
No. reaccreditation	
Responsible agency	AQAS e.V.
Responsible consultant(s)	Doris Herrmann, Dr Melanie Brück

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## Decision of the AQAS Commission

on the Bachelor programmes

- **English Education**
- **English Literature**
- **Arabic Education**

offered by Universitas Negeri Semarang, Indonesia

**Based on the report of the expert panel and the extensive discussions of the Standing Commission on 30<sup>th</sup> August 2020, the Standing Commission decides:**

1. The study programmes “**English Education**” (**Bachelor of Education**), “**English Literature**” (**Bachelor of Education**) and “**Arab Education**” (**Bachelor of Education**) offered by **Universitas Negeri Semarang** are accredited according to the AQAS criteria for Programme Accreditation.

The accreditation is unconditional.

The study programmes comply with the requirements defined by the criteria and thus the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the European Qualifications Framework (EQF) in their current version.

2. The accreditation for all programmes is given for the period of **six years** and is valid until **30<sup>th</sup> September 2027**.

Recommendations are usually made if the study programme can still be specifically improved with regard to features that do not represent deficiencies in the fulfilment of the criteria for the accreditation of study programmes. The handling of recommendations is the subject of re-accreditation. The following recommendations are given for the further improvement of the programmes:

### All programmes:

1. In all programmes more **digital media** should be included and online courses could also support the “internationalisation at home”.
2. The **linkage between academic education and the labour market** could be further enhanced by also considering the academic job market. Here, UNNES could build on already existing assets in the field of ecocriticism, world literature, and postcolonial theory, to prepare students for academic careers, both nationally and internationally.
3. **Internationalisation efforts** should be strengthened to attract international students from Western countries as well as from other Asian countries.
4. UNNES should strengthen its **research profile** and foster the **research activities** of its staff:
  - a. In addition to joint research projects individual research projects should be equally encouraged.

- b. Faculty members should be encouraged to incorporate current developments and internationally emerging fields in their research projects.
- c. The management should encourage basic/foundational research in addition to the already strong applied research profile.
- d. Research funds should be used for a reduction of the teaching and/or administrative load of researchers.

**“English Education”** (Bachelor of Education):

1. In the English Education Study Programme **literary analysis** should receive equal weight as linguistics in order to enhance its compatibility with international standards in teacher education.

**“Arabic Education”** (Bachelor of Education):

1. The **course topics and language study materials** in the Arabic Education Programme should be extended to highlight the diversity of Islam’s rich intellectual heritage.
2. In the Arabic Education Programme the use of **digital learning tools** should be increased.
3. **Research and teaching collaborations** with reputable universities in the Arab world should be strengthened.

With regard to the reasons for this decision the Standing Commission refers to the attached assessment report.

**EXPERTS' REPORT****ON THE BACHELOR DEGREE PROGRAMMES**

- **ENGLISH EDUCATION (BACHELOR OF EDUCATION)**
- **ENGLISH LITERATURE (BACHELOR OF LITERATURE)**
- **ARABIC EDUCATION (BACHELOR OF EDUCATION)**

**OFFERED BY UNIVERSITAS NEGERI SEMARANG**

Visit to the university: 21 & 28 June and 2 & 8 July 2021

**Panel of Experts:**

<b>Prof. Dr. Sebastian Günther</b>	University of Göttingen, Department of Arabic and Islamic Studies
<b>Prof. Dr. Hans-Georg Wolf</b>	University of Potsdam, Department of English and American Studies
<b>Prof. Dr. Mita Banerjee</b>	University of Mainz, Department of English and Linguistics / Obama Institute for Transnational American Studies
<b>Gunar Yadi</b>	Indonesian School of The Hague, Netherlands (representative from the labour market)
<b>Rômulo Luzia de Araújo</b>	University of Paderborn (student expert)

**Coordinators:**

Doris Herrmann	AQAS, Cologne, Germany
Dr. Melanie Brück	

## II. Preamble

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AQAS – Agency for Quality Assurance through Accreditation of Study Programmes – is an independent non-profit organisation, supported by more than 90 member institutions, both higher education institutions (HEIs) and academic associations. Since 2002, the agency has been accredited by the German Accreditation Council (GAC). It is therefore a notified body for accreditation of higher education institutions and pro-programmes in Germany.

AQAS is a full member of ENQA and also listed in the European Quality Assurance Register for Higher Education (EQAR) which confirms that our procedures comply with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), on which all Bologna countries agreed as a basis for internal and external quality assurance.

AQAS is an institution founded by and working for higher education institutions and academic associations. The agency is devoted to quality assurance and quality development of both academic studies and teaching in Higher Education Institutions. The activities of AQAS in accreditation are neither restrained to specific academic disciplines or degrees nor to a certain type of Higher Education Institution

## III. Accreditation procedure

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This report results from the external review of the Bachelor programmes in English Education, English Literature and Arabic Education (all Bachelor programmes) offered by Universitas Negeri Semarang, Indonesia.

### 1. Criteria

The programme is assessed against a set of criteria for programme accreditation developed by AQAS. The criteria are based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) 2015. To facilitate the review each criterion features a set of indicators that can be used to demonstrate the fulfilment of the criteria. However, if single indicators are not fulfilled this does not automatically mean that a criterion is not met. The indicators need to be discussed in the context of the programme since not all indicators necessarily can be applied to a programme.

### 2. Approach and methodology

#### *The initialisation*

The university mandated AQAS to perform the accreditation procedure in August 2020.

The Universitas Negeri Semarang produced a Self-Evaluation Report (SER). In December 2020, the university handed in a draft of the SER together with the relevant documentation of the study programme and an appendix.

The appendix included e.g.:

- Course descriptions
- Academic guidebook (incl. Information on admission, registration, assessment, theses)
- CVs of the teaching staff
- Diploma Supplement used by UNNES.

AQAS checked the SER regarding completeness, comprehensibility and transparency. The accreditation procedure was officially initialised by a decision of the AQAS Standing Commission on 22 February 2021.

The final version of the SER was handed in March 2021.

### *The nomination of the panel of expert*

The composition of the panel of experts follows the stakeholder principle. Consequently, representatives from the respective discipline/s, the labour market and students are involved. Furthermore, AQAS follows principles for the selection of experts of the European Consortium for Accreditation (ECA).

The Standing Commission nominated in May 2021 the before mentioned expert panel. AQAS informed the university about the members of the expert panel and the University did not raise any concerns against the composition of the panel.

### *The preparation of the site visit*

Prior to the site visit, the experts reviewed the SER and submitted a short preliminary statement including open questions and potential needs for additional information. AQAS forwarded these preliminary statements to the University and to the panel members in order to increase transparency in the process and the upcoming discussions during the site visit.

### *The site visit*

After a review of the Self Evaluation Report, a site visit to the university took place on 21st and 28th of June as well as on 2nd and 8th of July 2021. On site, the experts interviewed different stakeholders, which includes the management of the HEI, the programme management, teaching staff, as well as students and graduates, in separate discussions. The experts also consulted additional documentation as well as student work. The visit concluded by the presentation of the preliminary findings of the group of experts to the university's representatives on 8th of July.

### *The report writing*

After the site visit had taken place, the expert group drafted the following report, assessing the fulfilment of the AQAS criteria for the programme accreditation. The report included a recommendation to the Standing Commission. The report was sent to the University for comments in August 2021.

### *The decision*

The report, together with the comments of the department, forms the basis for the AQAS Standing Commission to make a decision regarding the accreditation of the programme. Based on these two documents, the Standing Commission took its decision on the accreditation on 30th of August. AQAS forwarded the decision to the university. The university had the right to appeal against the decision or any of the imposed conditions.

In October 2021, AQAS published the report and the result of the accreditation as well as the names of the panel of experts.



#### IV. General Information on the University

Universitas Negeri Semarang (UNNES) is one of the public universities in Indonesia located in Semarang City, Central Java Province. UNNES was founded in 1999 based on the Presidential Decree No. 24/1999 as a replacement from the Semarang Teacher Training and Education Institute (IKIP) which was founded in 1965. UNNES consists of eight faculties and a Graduate School – (1) Faculty of Education, (2) Faculty of Languages and Arts, (3) Faculty of Social Science, (4) Faculty of Mathematics and Natural Science, (5) Faculty of Engineering, (6) Faculty of Sport Science, (7) Faculty of Economics, (8) Faculty of Law, Graduate School. UNNES has been accredited from the national accreditation organisation BAN-PT since 2016. Both English programmes have been accredited A (very good) by the National Accreditation Bureau. In the Self-Evaluation Report (SER) UNNES explains that it strives to become a World Class University and has collaborated with more than 50 universities and partners from around the world. According to its SER UNNES was ranked among the 18 best universities in Indonesia by the Ministry of Education and Culture in 2020.

The three study programmes offered by the Faculty of Languages and Arts (FLA) have been established with special characteristics each. The English Department is one of the oldest and largest departments among five other departments in the faculty. This department offers two study programmes, namely the English Education Study Programme (EESP) and the English Literature Study Programmes (ELSP). The EESP was established in 1965 when the FLA was still under the Teacher Training Institute of Semarang (IKIP Semarang) as the main educational institution for teachers of English for high schools at Central Java; the ELSP was established in 1999, a year after the Institute was changed into the Universitas Negeri Semarang for broadening its academic mandate from the Ministry of Education and Culture. The Arabic Education Study Programme (AESP) is the third study programme in the language cluster. This study programme is offered by the Department of Foreign Language and Literature as well and has also been accredited A by the National Accreditation Board.

#### V. Assessment of the study programmes

##### 1. Quality of the Curriculum

###### **Bachelor Degree**

*The intended learning outcomes of the programme are defined and available in published form. They reflect both academic and labour-market requirements and are up-to-date with relation to the relevant field.*

*The design of the programme supports achievement of the intended learning outcomes.*

*The academic level of graduates corresponds to the requirements of the appropriate level of the European Qualifications Framework.*

*The curriculum's design is readily available and transparently formulated.*

[ESG 1.2]

###### **Description**

UNNES describes that the aim of the English Education Study Programme (EESP) is to prepare graduates for teaching careers in primary and secondary educational levels in the English language. The graduates are also equipped with skills of translation and interpretation, writing English textbooks, and English education entrepreneurship. The graduates of the English Education study programme earn a Bachelor (S1) qualification which is equivalent to the level 6 of the Indonesian National Qualification Framework (KKNI) with the academic title “Sarjana Pendidikan (S.Pd)” (Bachelor of Education). Moreover, graduates are also expected to have developed problem solving and critical thinking skills to cope with real world problems related to their work

field. The graduate profiles are: 1) teachers of English as a Foreign Language, 2) translators/interpreters, and 3) managers and consultants of English Education Institutions.

The structure of the curriculum of the English Education study programmes consists of general courses, compulsory courses and elective courses. The structure of the curriculum covers 10 fields of expertise that are interrelated and consist of 71 courses with the value of 152 credits (Indonesian credit system), divided into 132 credits of compulsory courses and 18 credits of elective courses. The number of courses provided for election is doubled (18 credits) of the required credits (9 credits). Electives are on offer every semester, and “well achievers” can start taking the elective courses in the third semester. To equip students with learning experience in the work sphere and community, the study programme provides students with one School Field Orientation course (4 credits) in the sixth semester and a course on Community Public Service (4 credits) in the seventh semester.

The English Literature Study Programme (ELSP) of the Universitas Negeri Semarang offers education on English Literature by considering the Indonesian National Qualification Framework (KKN) and government regulations of the Minister of Research and Technology and Higher Education from the year 2015. This programme is equivalent to level 6 of the framework which corresponds to an undergraduate or Bachelor’s degree. According to the SER the graduates of this programme are expected to apply their mastery and science, technology, and arts in English literature for problem-solving and problem-based adaptation, to master general and specific theoretical concept of English literature to formulate procedural problem solving, and to execute individually and in group precise analytical decision and alternative solution and to be responsible for their given work as organisational achievement. Their knowledge and expertise should cover the following fields of science: English as foreign language, English linguistics, English literature, research on language and literature, applied linguistics, culture, and environment, information technology and communication, entrepreneurship in language, literature, and inter-fields. According to the SER those fields are related and support one another, so that at the end of studies the graduate will have competencies of (1) translator and interpreter; (2) (linguist and literary) critics, officer analyst, and research assistant; (3) editor, journalist, radio/TV reporter, and news anchor; (4) consultant and instructor in English. The ELSP curriculum consists of courses supporting learning outcome achievement. In conducting ILO achievement, there are compulsory topics (134 credits of the Indonesian credit system) and elective topics (10 credits). The number of courses provided for election cover 23 subjects (46 credits) of the required credits (10 credits). The elective courses are provided from the fifth semester.

The graduates of the Arabic Education programme receive the academic degree of Bachelor of Education (S.Pd) and have the main qualifications as a teacher in the field of Arabic language studies in primary and secondary education. To graduate from the Arabic Education Study Programme (AESP), a student should pass minimally 144 credits and 163 credits maximally (140 credits of obligatory topics and 23 credits of elective topics). A student should pass all obligatory subjects and take at least 4 elective subjects. Of these 140 credits of obligatory topics 34 credits consist of university general courses, 2 credits come from the Faculty and cover general subjects and 104 credits are from the study programme.

According to the SER the graduates have professional academic abilities and are able to develop knowledge in the field of Arabic and its teaching. The study programme has graduated more than 200 graduates since 2009. UNNES describes that most of them have worked in the field of teaching Arabic and the others are in various professional fields. Many graduates from Arabic language education study programmes also work as entrepreneurs (in various businesses) and as managers of academic units in schools or Islamic boarding schools.

## Experts' Evaluation

### General

The Study Programme Objectives for the three programmes and the desired qualifications to be achieved during the programme are presented as Intended Learning Outcomes. On a general level the Intended Learning Outcomes are shown to be appropriate, specific findings are presented in the chapter below.

UNNES has implemented a cyclical review of its programmes every four years in which the Intended Learning Outcomes are updated according to current developments in the academic field and labour market.

The level of the academic degree awarded to the graduates of the three Bachelor programmes corresponds to the learning outcomes and the requirements of the national qualifications framework which can be compared with the corresponding level of the European Qualifications Framework.

UNNES offers Academic Guidebooks for its students in which the most relevant documents are presented. All curricular elements (courses) and their functions are documented. There is no doubt that the curricular structure of the study programme supports the achievement of the Learning Outcomes. The panel of experts noted that there is a relatively high number of small courses. UNNES should consider if it is helpful for the students to bundle courses to modules which could be helpful for improving the structure of the curriculum and for the definition of the Intended Learning Outcomes of related courses. In general, the order of curricular elements supports the learner's progression. All elements of the curriculum are assigned a certain number of credits directly related to the expected workload. The total programme workload is allocated to the different courses.

The option for internships is offered and this programme specific element is reflected in the design of the curriculum.

Some of the courses which refer to the Tri Dharma are part of all study programmes, whereas other courses are offered exclusively for a specific programme.

UNNES described how data on the programmes are collected, how the results of the QA measures are included in the review and how programmes are updated based on new governmental regulations. Therefore, UNNES has implemented robust processes for updating the programmes regularly.

### English Education Study Programme (EESP, BA)

The accreditation panel held fruitful discussions with the Faculty management as well as members of the English Department (not only) regarding the English Education Study Programme, and questions that resulted from the perusal of the Self-Evaluation Report (SER) were answered during the discussions. The study programme objectives are met. The Intended Learning Outcomes are appropriate, as amply documented by student feedback (both formal and informal), tracer studies, and feedback from the labour market. A peculiar learning outcome is ILO 1, which goes back to UNNES' commitment to a conservation-based curriculum. This learning outcome has a broader scope than the other ILOs and focuses on three valuational clusters: character and moral values; fine arts and culture. While the answer of the Faculty management pertaining to this commitment, respectively ILO 1, narrowly referred to respecting Muslim religious practices, the overall design of the curriculum and the information provided on UNNES at large showed that the concept of 'conservation' is indeed reflected and realised more broadly in the curriculum as well as by university policy in general. In this comprehensive sense, ILO 1 is a unique and strong asset of the EESP. A broad range of different courses – compulsory and elective ones – with a rich array of theoretical and methodological approaches is on offer, geared both towards subject-specific and cross-subject knowledge and skills. The curriculum not only makes the EESP a very attractive programme to study, but, most importantly, prepares the students for the graduate profiles indicated in the SER (primarily for the largest group of graduates, future teachers of English).

The programme has a strong emphasis on student-centred learning, and from the discussions with teachers and students/graduates of the programme, it transpired that the student-teacher relation is of an exemplary fellowship, conducive to the success of the programme.

The experts appreciate that the programme conceives of linguistics, literary and cultural studies not as separate pillars but as interrelated. Moreover, the understanding of the concept of 'English' as encompassing more than native varieties and literatures is in line with global theoretical standards. The formal requirements of the AQAS' criteria and indicators are met and well documented. Apart from the programme flyer, which lists all electives for the sixth semester, the SER and accompanying documents do not contain an idealised typical course plan.

One further recommendation concerns the role of literary studies in the EESP programme. Currently, literary studies is framed as "literature appreciation", which suggests that literature is to be enjoyed and appreciated for its aesthetic qualities. While the panel agrees that these are valid points to be made, it also recommends that, in a parallel approach to the role of linguistics in the EESP programme, more emphasis is placed on literary analysis. In order to enhance its compatibility with international standards in teacher education, literary analysis could be placed on the same level in the programme as linguistics [**Finding 1**]. It is understandable that at first sight, linguistic competence seems to be more useful for future teachers of English. However, teachers need not only linguistic, but also cultural competence. Literature seems an ideal vehicle to convey an in-depth knowledge of different cultures. Moreover, literary studies and literary theory could be an ideal complement for the programme because theories such as ecocriticism stress the role of conservation and ecological awareness, which is one of the key pillars of the UNNES profile. Finally, as stated above, the experts' panel appreciates the interrelatedness of linguistics, literary and cultural studies. If literary studies were expanded through an emphasis on literary analysis and literary theory, students' competences in literary and cultural knowledge could be substantially broadened. This would also qualify students even more ideally for an international labour market, both within and outside of academia.

#### English Literature Study Programme (ELSP, BA)

The expert panel is convinced that the ELSP programme is a substantial pillar and asset of education at UNNES. It was especially impressed by the fact that in the ELSP programme, there is a strong linkage between the research projects conducted on the faculty level and the content and framing of the programme. The programme is ideally compatible with current teaching and research in the field of English. Two aspects in particular are especially noteworthy here: ecocriticism and world literature. These are two fields which are currently becoming increasingly important for English Studies internationally. However, a gap in research currently exists because most studies refer only to the Western world. Here, UNNES would be ideally situated to develop into a nucleus for the fields of ecocriticism and world literature, respectively. In the area of ecocriticism, this would be perfectly compatible with UNNES' emphasis on conversation and ecological awareness. In the field of world literature, the expert panel was very impressed by how the ELSP programme conceives of English-language literature in terms of world literature. This is ideal not only on a linguistic level but also on a literary one: Not only do students get a sense of "Englishes" as they are spoken all over the world, but they also get an in-depth insight into the English literatures in all their cultural varieties. Learning outcomes are thus both discipline-specific and interdisciplinary, which is a great asset of the ELSP programme.

The panel of experts was also very impressed by the fact that the ELSP programme takes into account not only current theories such as ecocriticism and world literature, but also gender and diversity studies. The experts' discussion with the faculty on the ELSP programme as well as with former students from the programme showed that there was a strong awareness of issues of inclusion on a number of levels. Gender equity was an issue that is being met both on the level of faculty (with a strong presence of female faculty) and on the level

of content. With regard to the latter aspect, students' final papers in the ELSP programme also indicate an emphasis on aspects of gender studies, together with further emphasis on questions of translation and cultural conservation. This inclusion of questions of diversity could be strengthened even more by addressing fields such as disability studies or medical humanities. Discussions with administration and faculty showed that there is an awareness of questions of inclusion, both in terms of programme development and with regard to the accessibility of teaching facilities. In the discussion with the students, it was especially impressive that students were greatly aware of questions of accessibility. In an international context, such questions are becoming increasingly important. The panel of experts congratulates UNNES on its initiatives in this regard.

It is also especially noteworthy that students are free to choose their own topic for their final thesis. The programme thus steers an ideal course between mandatory elements and electives. The panel of experts was also greatly impressed by the discussions with alumni from the ELSP programme. These discussions made it clear that the programme is ideal in stimulating students' cultural awareness and independent thinking; this is a huge asset for the labour market, for fields such as journalism or cultural management and far beyond. Feedback from the programme's alumni thus clearly testified to the excellent quality of the programme.

The programme is also highly innovative in its inclusion of elements of creative writing and on the staging of theatre; this fruitfully complements the more analytic parts of the programmes, e.g. in linguistic, literary and cultural analysis. In UNNES' stress of conservation, this inclusion of the creative elements of the curriculum could be expanded even more. This could also be an aspect of education at UNNES which is well-suited to recruit international students. Since there is a growing emphasis particularly in the non-Western world on "traditional" arts and crafts, UNNES could include such elements through its emphasis on conservation. However, the link between the creative and the analytical aspects could be made even stronger in this context. For instance, programme elements could include the staging and the analysis of theatre and performance, or the cultural analysis of traditional arts from the perspective of world literature or postcolonial theory.

#### Arabic Education Study Programme (BA)

The panel of experts unanimously agrees that the Arabic Education Study Programme (AESP) at UNNES makes a significant contribution to the University's general advancement (as outlined in the University's Development Master Plan 2016-2040) and also aids the University's efforts to increase its national and international reputation and visibility. Questions from the panellists on AESP's threefold mission (Tri Dharma) – (a) conducting education and research in the field of Arabic language education that is internationally recognised; (b) the dissemination and development of knowledge related to Arabic language learning and teaching; and (c) national and international collaboration in the fields of Arabic language teaching and research, as well as related community services – were answered in a detailed and a satisfactory fashion. In view of the assessments of the submitted documents, as well as the onsite discussions with members of administration, AESP staff members, representatives of the labour market, and students, the Arabic study objectives have been met. The Intended Learning Outcomes are achieved through: extensive, linguistically focused Arabic language instruction, the instructors' proficiency in Arabic language and culture, and their dedication and care for the students in and beyond the classroom. The department's instructor-student ratio is 1:30. For the beginners' level, this is rather high when compared with Arabic language institutions at universities in Europe and North America. The extracurricular activities of AESP's alumni association *Ikabara* and the student forum *Komarun* are unique and deserve the university's continued support.

Already a strong programme with a well-defined curriculum of compulsory and elective courses, AESP may develop further through:

- 1) a thematic diversification of its course topics and the language study materials used in class (including more visibly Arabic literary texts, both classical and contemporary), making full use of the potential that Islam's rich

intellectual heritage (in Arabic) offers to the Islamic studies components of the programme [Finding 2], and 2) the inclusion of digital learning tools for languages that complement its successful, conventional forms of instruction. [Finding 3]

The expert panel commends ASEP for strengthening staff members' exiting connections with reputable universities in the Arab world on both the research and teaching levels.

The development of students' spiritual devotion and ethics, as well as their appreciation of and respect for different cultures, views, and religious beliefs holds a special place within AESP's educational framework, and this complements the training in Arabic language and culture education. The combination of vocational instruction with value education prepares students well for the labour market, especially as most graduates are successful (some after a short waiting period) in obtaining jobs as Arabic language teachers.

**Conclusion**

English Education Study Programme: the criterion is fulfilled.

English Literature Study Programme: the criterion is fulfilled.

Arabic Education Study Programme: the criterion is fulfilled.

**2. Procedures for Quality Assurance**

<p><b>Bachelor Degree</b></p>
<p><i>The programme is subject to the higher education institution's policy and associated procedures for quality assurance, including procedures for the design, approval, monitoring, and revision of the programmes. A quality-oriented culture, focusing on continuous quality enhancement, is in place. This includes regular feedback mechanisms involving both internal and external stakeholders. The strategy, policies, and procedures have a formal status and are made available in published form to all those concerned. They also include roles for students and other stakeholders. Data is collected from relevant sources and stakeholders, analysed, and used for the effective management and continuous enhancement of the programme. [ESG 1.1, 1.7 &amp; 1.9]</i></p>

UNNES describes in the SER that it regularly **reviews the curriculum** of its programmes every two years and evaluates it every four years involving its alumni and stakeholders. Some programmes have experienced two revisions. The curriculum of ELSP was reviewed in 2018 by continuing the Conservation and Competence-based Curriculum (CCbC) to know the effectiveness of its curriculum implementation. Within the study programme, the curriculum review procedure was started from the meetings for identifying and discussing course change or addition in the curriculum. The procedure of curriculum review refers to PM-AKD04 (Sistem Manajemen Mutu) ISO 9001:2008.

A **graduate profile analysis** is carried out in all three programmes through alumni tracing activities and discussions with stakeholders.

On a general level, quality assurance is supported by the **Quality Assurance Bureau** (BPM) at the university level. BPM has published quality standards and quality documents as standardised guidance for the quality assurance accomplishment at UNNES. In implementing the quality standards and documents, BPM is supported by the Quality Assurance Team (GPM) at the faculty level. The staff of GPM are representatives of each department in the faculty and are responsible to the BPM. At the department level, several Specific Expertise Groups (KBK) exist to account for the quality assurance within a particular study programme.



To maintain the management quality of the study programmes, UNNES applies **Quality Assurance System ISO 9001: 2015** which is regularly audited by auditors. Every three months, the study programme representative reports the achievement to the faculty. At the end of the year, BPM evaluates the achievements of all study programmes in the university. The evaluations are conducted by internal auditors (AMI) and external auditors (AME).

Internal audit is carried out by the member of Quality Assurance Team once a year, at the end of the year, while the external audit is conducted by the National Accreditation Board (**BAN-PT**), National Accreditation Agency (Lembaga Akreditasi Nasional) every 5 years which establishes the accreditation status of the study programme. The result of the audit is presented to the faculty members and study programme management in a Management Review Meeting. The faculty then holds a meeting on the faculty level, in which the study programme management develops follow-up plans on the basis of the audit result.

The university has a **Research and Community Service Office** which regulates the research and community services. To guarantee standardised lecture room facilities, the study programmes refer to the Quality Procedure for Preparing Lecture Rooms. They also evaluate support services and facilities based on input from academic staff and students via discussion forums and surveys. The feedback from stakeholders to the study programmes covers two fields: academic and non-academic. This feedback can be obtained from focus group discussions (FGD) and tracer studies conducted by the study programme.

### Experts' Evaluation

In general, the three study programmes have devised solid quality assurance policy pursuant to the relevant government regulations and have carried out resolute efforts to ensure that the procedures are fully observed and made transparently available as well as readily accessible for the students. The responsibilities and targets are fairly well defined, appropriate and documented. The quality assurance mechanism encompasses the evaluations on courses and programmes, student workloads, progression and completion rates, and academic integrity. Appraisals have been also directed toward related areas as to anticipate societal and technological changes, and shift in learning environment (disruptions) in addition to support services. Stakeholders are invited to contribute to the review of the curriculum, e.g. by focus group discussion on how to improve graduate profile. According to the information given by the participants of UNNES during the site visit, the management shares the revisions through academic advisors who communicate the information to students. This shows that the evaluation outcomes are shared with the teaching staff and students.

From the discussion with the representatives of the labour market the panel of experts sensed that the users or employers and the graduates were exceptionally satisfied with the competences and quality of the graduates of the study programmes. Similar impression emerged from the discussion with the student representatives. The feedbacks from students, graduates and labour market representatives as well as relevant sources were collected as inputs to enhance the quality of the study programmes. The tracer studies are in place and the collected data is considered in the further development of the study programmes.

The (online) site visits also provided the experts panel with broad data and statistics pertinent to quality assurances. The information on potential employment fields and sectors for the graduates is available. The study programmes also showed and documented the data on the composition of the student body, study duration, drop-outs rate and the reasons behind such failing.

### Conclusion

The criterion is fulfilled.

### 3. Learning, Teaching and Assessment of Students

#### Bachelor Degree

*The delivery of material encourages students to take an active role in the learning process.*

*Students are assessed using accessible criteria, regulations, and procedures, which are made readily available to all participants and which are applied consistently.*

*Assessment procedures are designed to measure the achievement of the intended learning outcomes.*

[ESG 1.3]

#### Description

Indonesian Law No. 22/2003 on the National Education System states that the learning process should allow students to actively develop their potential. This mandate for active learning is stated explicitly in the National Standard of Higher Education (SNPT). Referring to the Standard, UNNES sets a list of elements that should manifest themselves in the learning process of all courses. Each element is explained in the university's Academic Guidelines.

The Guidelines list a number of methods to be implemented in the teaching of all courses: a) collaborative learning, b) cooperative learning, c) project-based learning, d) problem-based/inquiry learning, e) role play/simulation, f) case-based learning, g) small group discussion, h) discovery learning, i) laboratory learning, and j) other methods that can effectively facilitate the attainment of all courses' learning outcomes. UNNES' Quality Assurance Bureau reiterates that lecturers should implement student centred learning (SCL) in their instruction. UNNES also has its own Moodle-based learning management system, namely ELENA.

The **English Education Study Programme (EESP)** states that their teaching methods are in agreement with the Guidelines. The SER describes that collaborative learning, cooperative learning and project-based learning are experienced by the students. Course assessment can take place in the form of a written portfolio to ensure that the teacher candidates acquire and learn the target knowledge so that in turn they become skilful teachers. Students can also experience learning in international settings, which is realised as follows: a) learning with and from international students who take the programme either as participants of international credit transfer (e.g., students from University of Malaysia) or as international students (e.g., students from Turkey) and b) by choice doing teaching internships and community service abroad (e.g., in Asian and European countries).

The **English Literature Study Programme (ELSP)** describes in the SER that the study programme runs a competence based and conservation curriculum and follows the latest English Literature learning model development. In the SER it is stated that a wide array of extracurricular activities is provided which should support self-development so that students are ready to become English linguists and practitioners in various institutions. Some students in the department also intend to become an entrepreneur or a translator.

UNNES writes in the SER that the method used in the **Arabic Education Study Programme (AESP)** is student centred learning and is in accordance with the characteristics of each subject in order to achieve the expected competence as well as learning outcome. All teaching and learning activities refer to the regulations in the Developing Semester-long Learning Plan that requires lecturers to implement SCL-based teaching. In addition, in order to improve lecturers' and students' knowledge and competence, the study programme regularly holds national and international scientific events.

According to the SER UNNES complies with the SNPT's (2018) Assessment Standard for conceptualising assessment and for guiding assessment practices. The Standard lists that a set of principles should be integrated in every assessment design and how these are integrated in UNNES' Academic Guidelines, along with



the procedures, regulations, and methods of assessment. UNNES' Quality Assurance Bureau restates them in the Quality Procedures (QP) for the Implementation of Assessment in Courses.

By conducting curriculum evaluation on the scheduled dates, the three study programmes take activity to assess the alignment of learning outcomes, teaching methods, and assessment design for each of their courses. Each course tries to focus on one specific Learning Outcome and thus adds to the realisation of a particular graduate profile(s) (recall the complete description of graduate profiles) through SCL and assessment design.

The assessment covers the Daily Assessment (DA), Mid-term Examination (ME), and Final Semester Examination (FSE). Each lecturer has autonomy to determine the forms of assessment and their relative count into the overall grade, embodied in the Semester Lesson Plan. DA is carried out after one or more meetings. The ME can be administered after the seventh or eighth meeting and requires students to attend the meeting for at least six meetings. In administering a ME, a lecturer must communicate the relevant information to the Head of Study Programme (HSP) and the students. The scores are recorded in the lecturer's own document and the results with scores are handed back to the students.

To document the academic progression, the achievement of students' learning outcomes at the end of the semester is calculated and presented in the form of an Achievement Index. In addition, the achievement of students' learning outcomes from the first semester up to the last semester is calculated and then summarised in the form of GPA (Grade Point Average). Moreover, each student is always monitored through the university's academic system (SIKADU) in accordance with their academic progress and managed by the academic advisor who offers regular and structured consultation as well.

### **Experts' Evaluation**

The panel of experts unanimously lauds the methods of teaching and learning employed at UNNES. It became clear in all discussions both with faculty from the different programmes, with alumni and with representatives from the labour market that UNNES does a great job of educating its students and for preparing them for the labour market. It was clear from the discussions with the alumni that the students have a great identification with their alma mater long after they have completed their studies. This bond between teacher and students also seemed to be based on the emphasis placed at UNNES on different forms of teacher-student relations. The students get close feedback on their achievement throughout their studies; at the same time, recommendations by former students and by representatives from the labour market are implemented directly into the programme. Not only are tracer studies conducted much more extensively than in most programmes internationally, but they are then directly translated into making adjustments to the programme. The feedback from representatives of the labour market also showed that since former alumni keep in close contact with UNNES, many of them explicitly hire UNNES graduates for the positions they have to fill. This testifies both to the quality of UNNES academic programmes and to the close bond that exists to UNNES alumni.

The experts' panel was also impressed by the teaching and learning methods used in UNNES programmes. These methods are entirely compatible with international standards and in some respects even exceed these standards. The experts were especially convinced by the amount of reflection and care which UNNES faculty devotes to teaching and learning methodology. They also laud the fact that research on teaching and learning methodology is being implemented directly into teaching in the different programmes. This also concerns questions of assessment: New methodologies, including digital methodologies, are being used to create different formats in which students' abilities can be assessed. The expert panel was also impressed by how UNNES adjusted to the requirements of the pandemic by creating new methods for teaching and assessment. Discussions with faculty also showed that new, hybrid methodologies are potentially being planned for the time after the pandemic. The panel of experts explicitly supports such efforts. New teaching methodologies for hybrid

teaching and for remote teaching could also serve to enhance inclusion and accessibility. More digital media should be included and online courses could also support the “internationalisation at home” **[Finding 4]**. These are questions that are currently being discussed on an international level.

The close student-teacher contact seems to be one of the strongest assets at UNNES. Discussions with student representatives showed that students receive close feedback on their performance throughout the programme. While the workload is high, it is communicated transparently, and students can monitor their own programme. It became clear from discussions with students and alumni that they strongly identify with the programs at UNNES, which increasingly motivates them to complete all their tasks. It is also laudable that there is a diverse portfolio in terms of assessment; students complete both written and oral tasks.

In the opinion of the panel of experts, requirements for the examinations are transparent and made known to the students. Responsibilities and structures related to the organisation of exams seem to be clearly defined. During the discussion with the students of UNNES they confirmed that the timing of exams is organised appropriately and examination dates are announced in a timely manner. A formal procedure for student appeals is in place and is communicated to the students. According to the students, there are transparent and published regulations or other mitigating circumstances to compensate for disadvantages, illness, or absence and these are applied.

It is especially laudable that the programmes familiarise the students with diverse media and formats; this also serves to enhance their cultural and linguistic knowledge and prepares them for the labour market, e.g. in media competence and digital literacy. Through the combination of mandatory and elective elements, the programmes encourage students’ motivation and self-reflexivity. For instance, since students can choose their own topic for their final thesis as well as their advisor, they can specialise in a field or topic for which they are ideally motivated.

The panel of experts was also particularly impressed by the multiple ways in which the programmes prepare the students for the labour market, particularly for non-academic positions in teaching, translation, journalism, cultural management, or entrepreneurship. This linkage between academic education and the labour market could be further enhanced by also considering the academic job market. Here, UNNES could build on already existing assets in the field of ecocriticism, world literature, and postcolonial theory, to prepare students for academic careers, both nationally and internationally. **[Finding 5]**

The panel of experts also lauds UNNES’ drive towards internationalisation. It became clear from discussions with administration, students, and alumni that UNNES is currently able to attract students from other countries, particularly in the Arab world. Here, the emphasis both on conservation and on character development seem to be key. Students are currently being recruited from countries such as Morocco or Turkey, and many others. The panel of experts suggests that these initiatives could be further enhanced **[Finding 6]**. In this context, one question that might be considered is the attraction of international students from Western countries as well as other Asian countries. Here, an emphasis could be placed on fields such as ecocriticism or world literature, both of which are currently developing into key fields internationally. The role and self-image of UNNES’ “green campus” would be ideal for advertising education at UNNES internationally. In this context, current initiatives for interdisciplinary collaboration – between English and Biology, for instance – could be further strengthened. **[see Finding 5]**

The panel of experts views the role of research-inspired teaching as one of the strongest assets of UNNES programmes. It was clear from discussions with faculty and students that the university strongly encourages faculty to conduct their own research projects and to publish internationally. This is a key asset on two levels. First, it ensures that research by UNNES faculty corresponds to new, international developments in the respective discipline; second, this can then be translated into teaching so that students will have an advantage on the labour market (both national and international) since they have been trained in a state-of-the-art fashion.

With regard to the research conducted by faculty at UNNES, the panel of experts further recommends two aspects which could be strengthened. First, while joint research projects currently seem to be strongly encouraged at UNNES, individual research projects might be equally encouraged since in the humanities on the international job market, there is an emphasis on single-authored papers and single-investigator research projects. Second, faculty members should be encouraged to conduct research projects which correspond to current developments and emerging fields internationally, such as new theories in literature, culture, linguistics, and translation studies. **[Finding 7]** This will ensure that UNNES is part of the international research and teaching community to an even greater extent.

**Conclusion**

The criterion is fulfilled.

**4. Student Admission, Progression, Recognition and Certification**

<p><b>Bachelor Degree</b></p> <p><i>Consistently applied, pre-defined, and published regulations are in place which cover student admission, progression, recognition, and certification.</i></p> <p>[ESG 1.4]</p>
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**Description**

Universitas Negeri Semarang (UNNES) applies three types of selection on students' admission which are organised by Academics, Students & Partnership Bureau of Universitas Negeri Semarang under Vice Rector's supervision for Academics, namely (1) SNMPTN or National Entrance Selection of State Universities; (2) SBMPTN or Joint Entrance Selection of State Universities (3) SM-UNNES or UNNES Entrance Exam. These three types of selection as well as the requirements, procedures, and study programmes' capacity, are available online for the public via the university website.

Grade Point Average (GPA) is recorded in each semester, which is accessible on SIKADU. On the system, academic supervisors are allowed to monitor students' GPA, provide guidance and consultation regarding course contracts, and verify students' course contracts. Besides, GPA can contribute to the number of courses or credits that students take in the next semester. Based on the published Academic Guidance, students graduating from the study programmes are those completing at least 144 credits within a 7-year limit. However, for those who have extraordinary academic achievements, they can complete their study in less than 4 years.

During their study, students get academic guidance and counselling not only from lecturers in their own programme but also from academic supervisors. The academic supervisors give academic guidance at least 4 times in a semester through a system called SIBIMA. Students who need additional counselling are provided with professional counsellors by the University. In the fifth and sixth semesters, the students take several courses that will help them to prepare for their research proposals and reports, such as Academic Writing, Research Methodology, Statistics, and others. Before students start their research, they need to write a research proposal.

As outlined in the SER, the mobility of the students is strongly supported by the university and the study programmes offer an Indonesian Language course upon arrival for incoming students and implementing a lot of international collaboration with partner institutions overseas such as stated in Moa and MoU for international teaching internship, international internship, credit transfer programme, and other students' mobility programmes.



There is a university specific regulation (UNNES Rector Regulation) and a Government Regulation of the Republic of Indonesia, which regulates diplomas, academic transcripts, certificate accompanying diplomas, and certificates of graduate competence. Upon the successful completion of the study programme, students are officially awarded a degree on the diploma based on the study programme specialisation. In addition to the diploma, the academic transcript, and the certificate of honours, the students will receive a diploma supplement.

### Experts' Evaluation

UNNES offers potential students three distinct types of selection, whose criteria and formal requirements are clearly defined and available through many channels such as pamphlets and the university's websites ([http://unnes.ac.id/en\\_sites/](http://unnes.ac.id/en_sites/) and <https://penerimaan.unnes.ac.id/>). The English study programmes, EESP and ELSP, have a clear language requirement – for example, a TOEFL IBT score of 70. The AESP, contrastingly, does not require previous knowledge of the Arabic language. Nonetheless, students are supposed to take a diagnostic test. Based on the results of this assessment, students are assigned to specific language courses. The admission of international students is also clearly documented on the university's website (<https://penerimaan.unnes.ac.id/2020/international-students-enrolment/>). Prior knowledge of Bahasa Indonesia is desirable, but not required. International students, in addition to their application, need to hand in a recommendation letter from a previous education institution.

The results of these application processes are published publicly online (<https://english.unnes.ac.id/> (EESP and ELSP) and <http://pba.unnes.ac.id/> (AESP)). Not only is this data used by UNNES to improve the promotion of its study programmes, but also to observe and accommodate special needs of students (for example socio-economically disadvantaged students). A number of further studies are also conducted by the university. They serve, among others, to study and improve the on-time graduation rate of students and to trace the workplace of graduates/alumni.

UNNES provides students with a list of the disciplines that need to be completed in order to achieve a degree – these documents can be found online as well. Yet, the university does not offer/suggest a streamlined order, in which the courses should be completed. While this does give students freedom in choosing their subjects, it might be that the sheer number of options is the root of some confusion as well. On a positive note, if the students find themselves in instances in which they need support, they dispose of a network of contact people and institutions within the university. Professors and lecturers, for example, as responsible for monitoring students and offering them counselling on problems regarding their study at UNNES. These support options will be described and evaluated in topic 6. *Learning Resources and Student Support* below, but they play an important role in student progression. There are also special offers for the international students: they have the opportunity to take language and culture courses at UNNES. This surely helps them integrating in the Indonesian society.

A system of credit recognition is also present at UNNES. Students that take part in intra- and international exchanges can get up to 20 credits points recognised. The system of credit transfer – i.e., how many and which courses are recognised – is rather flexible and is based on the learning agreement made by the student beforehand. UNNES' International Office and lecturers assist the students on this subject. However, credits can only be transferred if the student is enrolled in a student mobility programme. The panel of experts recommends strengthening student mobility by doing more research on options for funding. **[Finding 8]**

The panel of experts got conflicting information during the site visit if credit points that were obtained in a prior learning experience can be recognised. The same applies for working experience. UNNES informed AQAS after the site visit that the Ministry of Education, Culture, Research and Technology has discussed with UNNES

a programme related to the recognition of prior learning [*Rekognisi Pembelajaran Lampau* (RPL)], and UNNES officially launched the programme in July 2021. UNNES is listed as one of universities that runs this project.

Upon the completion of their course of studies, the students of UNNES are awarded a degree on the field, a diploma, their transcript of records, and a diploma support (which lists the student's achievements and activities during their time at UNNES). Moreover, students with above-average academic prowess can have their accomplishment recognised. If they graduate with a GPA over 3.51, they receive the distinction *With Honours*, which is noted on their Academic Transcripts. UNNES also recognise other labels, such as *best graduate*. Additionally, these students receive a certificate. All of these documents are provided in Bahasa Indonesia and English.

Considering the indicators, the university's SER and the site visits, the panel of experts concludes that UNNES is successful in many aspects of this topic. UNNES' requirements of admission are clear and easily accessible, they offer students both intra- and international exchange opportunities and the ability to recognise credits obtained abroad, and they provide graduates with the necessary documentation to prove the completion of their course of studies.

**Conclusion**

The criterion is fulfilled.

**5. Teaching Staff**

<p><b>Bachelor Degree</b></p> <p><i>The composition (quantity, qualifications, professional and international experience, etc.) of the staff is appropriate for the achievement of the intended learning outcomes. Staff involved with teaching is qualified and competent to do so. Transparent procedures are in place for the recruitment and development of staff. [ESG 1.5]</i></p>
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**Description**

Universitas Negeri Semarang has two employment systems for recruiting lecturers to be placed for permanent and non-permanent positions: government recruitment procedure and university recruitment procedure. With regard to government recruitment procedure, Universitas Negeri Semarang provides employment opportunities to get the status as civil servants, whereas within the university recruitment procedure, Universitas Negeri Semarang offers three opportunities: permanent non-civil servant, and non-permanent lecturers as either contracted or invited lecturers. Invited lecturers are professionals whose skills and knowledge are especially relevant for the students. Contract lecturers are potential personnel who are intentionally hired to meet the urgent and temporary needs of educators in particular units. Beside the administrative requirements, the candidates also have to pass document and administrative selection, written test, microteaching, and interview.

The **English Education** Study Programme has 26 qualified lecturers comprising: 3 professors, 4 associate professors, 10 assistant professors, and 9 lecturers. All teaching staff involved in the study programme graduated from reputable universities both for their Master's and doctoral degree. In total, there are 9 members of staff with a doctoral degree and 16 holding a Master's degree in the study programme. The teaching staff has experience in different fields related to the study programme: two members of staff hold degrees in language education, three in linguistics, 17 in English education, one in applied linguistics, and two in education.

The **ELSP** has 17 full-time (civil servant) lecturers and one contract lecturer to support the teaching-learning process. Each lecturer holds a Master's or a doctoral degree from a university in Indonesia or abroad. ELSP



ensures that all lecturers have a linear background to teach the courses. Currently, the study programme has one lecturer who graduated in Applied Linguistics, two lecturers graduated in Linguistics, 13 lecturers in Literature, and one lecturer in Communication.

The **AESP** has 10 full-time (civil servant) lecturers who graduated from various reputable national and international universities, and one contract lecturer to support the teaching-learning process. The lecturers are responsible to teach from 12 up to 18 credits each semester. As has become clear during the onsite visit, the Arabic language lecturers are equipped with communication skills in Arabic at an advanced level, along with the scholarly competence in the fields of Arabic language, literature and culture, and professional experience as educators and instructors of Arabic at both the elementary and secondary levels.

In order to make sure that all students get qualified lecturers in all courses that are offered, the allocation of courses is related to the educational background of the lecturers, research and community service that the lecturers do. The process of course distribution is organised in a way that each study programme has a study programme field of expertise groups known as KBK. The groups help the management to determine the course allocation and distribution to each lecturer besides also making sure that all lecturers teach similar course contents.

At the begin of a year, the department management receives a performance agreement to support the faculty and the university plan. Academic staff set performance targets in the beginning of the year. The staff input their work plan (SKP) in the whole year, including their teaching, research, community service, publication, and other academic activities in a system called Personnel Information System (SIMPEG). This becomes the academic staffs working contract for the year. The progress of the activities is monitored every 3-months by the management. At the end of the year, the academic staff reports their activities in the same system to see whether their plans are achieved.

The quality assurance aiming at guarding intolerance and discrimination is performed by all stakeholders' departments and study programmes in the Faculty of Languages and Arts, UNNES. Each lecturer is supposed to sign an Integrity Act in which the act covers the commitment to guard intolerance and discrimination.

### **Experts' Evaluation**

The experts got a good sense of the situation of the teaching staff. Their duties are based on the "Tridharma approach", which includes teaching, research, and community service. The impression of the experts is that the opinion among members of staff on how these components are balanced is not unequivocal. Some members of staff conveyed the view that it is a challenge to find time for research and that they have to do it in their free time, while others indicated that striking a balance is manageable. Senior management assured that lecturers can pursue their PhD, and that university funding is available to support teaching staff in their research and academic qualification; furthermore, that staff can apply for government funding. It transpired that such funding cannot be used to reduce the teaching load (by using the funds to hire part-time lecturers, for example), the argument being that team-based research is university policy (though a different opinion, namely that individual research is possible, was voiced by members of staff from the Arabic programme). Apart from research, measures are in place for staff development in other areas (administration, didactic skills).

The experts agree that members of staff are highly motivated, dedicated teachers, and committed to the programmes they are assigned to. All AQAS-indicators related to teaching staff are well-documented in the SAR and satisfy the criterion. In addition, the experts agree that no gender bias regarding staffing exists in the programmes under evaluation.

Some recommendations for further enhancement are given [see Finding 7]:

1. While fostering a collaborative research spirit is laudable, the possibility of individual research should be made explicit.
2. Research funds should be used for a reduction of the teaching and/or administrative load of researchers.
3. The management should encourage basic/foundational research in addition to the already strong applied research profile.
4. International exchange should be increased, also to expose the teaching personnel to different varieties of English/Arabic.

### Conclusion

The criterion is fulfilled.

## 6. Learning Resources and Student Support

<b>Bachelor Degree</b>
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<i>Appropriate facilities and resources are available for learning and teaching activities. Guidance and support is available for students which includes advice on achieving a successful completion of their studies.</i>
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[ESG 1.6]
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### Description

UNNES is a public university that receives some proportion of state funding to run its educational services. The financial resources are allocated by the university to the faculty, in which the faculty receives 65% of the total revenue each year. Each study programme will receive some amount of the revenue depending on the number of the active students. Funds received by study programmes and departments are used based on a plan according to a mutually agreed schedule in a work meeting coordinated by the faculty management. The use of these funds must adjust to the consideration of priority scale activities in the study programme. Furthermore, to manage the funds maximally, the study programme submits a proposal through various activities needed and in accordance with the study programme to the faculty with an agreed and approved budget line.

EESP and ELSP are both under the **English Department of Faculty of Languages and Arts**, they share two buildings which provide space for classrooms and laboratories for the teaching and learning activities. Some other supporting facilities are also available in the main buildings such as a library, praying room, and a student creative room. Outside the main buildings, students can access and enjoy faculty and university's facilities such as gazebos, parks, sport fields, cafeterias, and a main library. The buildings in the Faculty of Languages and Arts support the learning process for disabled people such as a prioritised classroom on the first floor. Wheelchair ramps are installed in several spots that allow disabled people to move from one building to another.

The Arabic Education Study Programme falls within the **Department of Foreign Languages and Literature** or BSA along with 4 other study programmes namely French Education, French Literature, Japanese Education and Chinese Education. This department occupies two buildings where academic and non-academic activities of all study programmes take place.

## Experts' Evaluation

UNNES offer its students a tightly knit network of support services. At the very beginning of their studies, students take part in an introductory programme called PPAK. There, not only are they welcomed at the university, but they also receive introductory "courses" to the university's many systems, such as the online platform ELENA. International students are not left out. They are assigned a buddy, who will help them adapting to life at UNNES. Additionally, they are offered courses on the Bahasa Indonesia language and in Indonesian culture.

Disabled students are offered adaptations based on their disability. For example, deaf students are accompanied by a sign language interpreter and the buildings are accessible for those with mobility issues.

During their time at UNNES, students can also make use of other student support facilities. UNNES' Career Service provides not only information on future internships and job offers, but it also offers psychological counselling for students. Information on these services is made public during orientation events and through the university's online presence. An International Office is also present. It assists students in all phases of their exchange: planning, possible scholarships, and recognition of credits among others. During these trying times of pandemic, the university has offered its support to the students, who now were supposed to learn online. Students were provided with extra government quotas and a premium Zoom licence.

The backbone of UNNES' student support is, however, the teaching staff. Lecturers are assigned a group of studies, to whom they act as guardian lecturers and, therefore, have to provide consultation on academic affairs. During the site visit we quickly learned, however, that the teaching staff's support easily exceeds their obligation. Lecturers constantly engage and help students on academic and emotional matters. Especially during the pandemic, they offered emotional/spiritual support to their students, normally before and after the lectures and seminars. Additionally, they assist students in the preparation of their exchange abroad by preparing learning agreements and are an essential part in guaranteeing the student's access to the job market, for they constantly inform student of new job and internship opportunities.

The procedures in place ensure that courses are offered in a coordinated and well-organised manner so, ideally, overlaps do not occur. All three study programmes are implemented in a way that students may complete their studies in a timely fashion, as outlined in the curriculum.

As is evident in the UNNES documents, the three programmes use a well-thought-out and transparent system of student assessment and follow a standardised national credit system. Students get sufficient feedback on their coursework, and exams are administered either electronically (through the university system) and/or in person (from the instructor). Active class participation and other in-class assignments are part of the final grade - although these grading components need to be specified clearer in the respective documents. Upon request, all three programmes offer English language certificates to their graduates.

During the online visit several videos were shown which gave a good impression of the premises and the infrastructure of UNNES. The learning and teaching facilities, both physical and virtual, meet professional standards. They provide access for students with special needs and, in addition, adequately facilitated distance learning during the pandemic. All three programmes have common rooms for student self-study and social interaction. Well-equipped labs for language teaching and learning exist. The panel of experts sees no reason for concerns that the infrastructure might not be appropriate. Like mentioned before, the use of digital tools for language learning could be strengthened.

There is adequate awareness and support, on the part of the Faculty and the Library, to constantly help further develop the existing learning resources and make use of new ones as they become available to academic institutions, and this will allow them to continue their support to students in the best possible way. On the basis of what was presented during the online visit and according to the discussion with the students, access is



provided to an appropriate amount of literature, journals, and academic sources to enable the achievement of the Intended Learning Outcomes.

**Conclusion**

The criterion is fulfilled.

**7. Information**

<p><b>Bachelor Degree</b></p> <p><i>Impartial and objective, up-to-date information regarding the programme and its qualifications is published regularly. This published information is appropriate for and available to relevant stakeholders.</i></p> <p>[ESG 1.8]</p>
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**Description**

In the SER it is described that UNNES adheres to The Act of Republic Indonesia Number 14 of 2008 on Public Information Openness (UU Nomor 14 Tahun 2008 tentang Keterbukaan Informasi Publik) when it deals with the provision, presentation, and publication of information to the public, including current and prospective students and stakeholders. The Act guarantees the rights of citizens to know any information dealing with the public bodies’ governance and management in relation to public interest. Public information provided by UNNES try to reach the stakeholders and public by sharing the information on its programmes through modern as well as conventional information media, e.g official Website, Youtube, Instagram, and Facebook page.

UNNES has the goal to provide information in an integrated way. Information provided at the university level comprises and is linked to those of its subordinate levels (Faculties or Units). In the same way, the Faculty information includes detailed information at the faculty level and is linked to Departments and/or Study Programs it belongs to.

**Experts’ Evaluation**

The relevant stakeholders or the public can access up-to-date information from the websites of the three study programmes. The EESP and ELSP share the same website address (<https://english.unnes.ac.id>); while the AESP maintains its own (<https://pba.unnes.ac.id>). The elements of information provided in the websites are more comprehensive than that of the indicators set by AQAS. The extra features include course descriptions, information on the teaching staff, research and publication, international programmes and alumni affairs (EESP and ELSP), facilities and students affairs. In certain cases, the readers would be directed to the social media channels of the study programmes for further information. Another strong feature that should be appreciated is that the websites have provided the information in two languages: English and Indonesian.

Another suggestion is that the website of the AESP should provide the information in Arabic as an enrichment to the existing versions of Indonesian and English.

Considering the comprehensive and up-to-date information available and readily accessible to the public, and the websites integration shortcoming can be easily troubleshot.

**Conclusion**

The criterion is fulfilled.



## VI. Recommendations of the panel of experts

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The panel of experts recommends

to accredit (without conditions)

- the programme “**English Education**” (**Bachelor of Education**) and
- the programme “**English Literature**” (**Bachelor of Literature**) and
- the programme “**Arabic Education**” (**Bachelor of Education**)

offered by Universitas Negeri Semarang (UNNES).

### Findings:

1. In the English Education Study Programme **literary analysis** should receive equal weight as linguistics in order to enhance its compatibility with international standards in teacher education.
2. The **course topics and language study materials** in the Arabic Education Programme should be extended to highlight the diversity of Islam’s rich intellectual heritage.
3. In the **Arabic Education Programme** the use of digital learning tools should be increased.
4. **Research and teaching collaborations** with reputable universities in the Arab world should be strengthened.
5. In all programmes more **digital media** should be included and online courses could also support the “internationalisation at home”.
6. The **linkage between academic education and the labour market** could be further enhanced by also considering the academic job market. Here, UNNES could build on already existing assets in the field of ecocriticism, world literature, and postcolonial theory, to prepare students for academic careers, both nationally and internationally.
7. UNNES should strengthen its **research profile** and foster the **research activities** of its staff:
  - a. In addition to joint research projects individual research projects should be equally encouraged.
  - b. Faculty members should be encouraged to incorporate current developments and internationally emerging fields in their research projects.
  - c. The management should encourage basic/foundational research in addition to the already strong applied research profile.
  - d. Research funds should be used for a reduction of the teaching and/or administrative load of researchers.
8. **Internationalisation efforts** should be strengthened to attract international students from Western countries as well as from other Asian countries.